

3-1-2002

Editors' Comments

Ronald J. Nuzzi
rnuzzi@nd.edu

Thomas C. Hunt
thomas.hunt@notes.udayton.edu

Follow this and additional works at: <https://digitalcommons.lmu.edu/ce>

Recommended Citation

Nuzzi, R. J., & Hunt, T. C. (2002). Editors' Comments. *Journal of Catholic Education*, 5 (3). <http://dx.doi.org/10.15365/joce.0503012013>

This Editors' Commentary is brought to you for free with open access by the School of Education at Digital Commons at Loyola Marymount University and Loyola Law School. It has been accepted for publication in Catholic Education: A Journal of Inquiry and Practice by the journal's editorial board and has been published on the web by an authorized administrator of Digital Commons at Loyola Marymount University and Loyola Law School. For more information about Digital Commons, please contact digitalcommons@lmu.edu. To contact the editorial board of Catholic Education: A Journal of Inquiry and Practice, please email CatholicEdJournal@lmu.edu.

EDITORS' COMMENTS

Catholic education as it exists today is a richly diverse ministry of the Church. In a culture often at odds with the religious and moral foundations of Catholic education, Catholic schools strive to maintain a deep and abiding spiritual purpose while simultaneously placing academic excellence at the service of the Gospel.

Catholic schools have many needs and face numerous challenges. We explore in this issue a variety of those needs with an eclectic sampling of scholarly articles across diverse disciplines.

Diane McDermott and colleagues at the University of Kansas have devised an instrument to measure hope in students. As hope has been shown to be a valuable asset for children, measuring hopefulness provides some clues as to the success of various schools. Catholic school students scored high on hope measures.

John Coons and Patrick Brennan present a timely article on school choice, articulating what they call a Catholic position on the question. Several scholars from Ohio discuss the merits of a support group for junior faculty on the tenure track. A qualitative study on leadership searches for commonalities in the leadership style of 12 contemporary leaders.

In the classroom arena, one author examines teachers' perceptions of power in schools and several researchers from Harvard University offer a comparative study of Catholic and public school students in relation to mathematics. And the closing article explores the similarities between the cultures of the Walt Disney Company and Jesuit higher education. In all, a diversity of explorations worthy of the name catholic.

The Review of Research discusses some pressing issues concerning teacher formation, training, and retention.

The issue closes with reviews of Gary Wills' *Papal Sin: Structures of Deceit* and Terry M. Moe's *Schools, Vouchers, and the American Public*.

Ronald J. Nuzzi, Thomas C. Hunt, *Co-Editors*

Copyright of Catholic Education: A Journal of Inquiry & Practice is the property of Catholic Education: A Journal of Inquiry & Practice and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.